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Toolkit to happiness in the 21st century

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Abstract

Current education systems based on curricular and instructional standardization, ubiquitous testing, and coercive accountability seem to make today's teachers and students equally „unhappy”. The current education meta-narrative appears to be in a crisis, finding itself in a pre-paradigmatic shift, where alternative educational concepts compete for future theoretical articulations. One particular concept, though invites contemporary educationalists to re-think future strategic thinking, long-term planning and advocacy endeavours towards a new non-totalising system – that of individual happiness and student well-being.

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Beyond the subjective perspective that one can adopt towards the Romanian educational system, more and more recent surveys seem to confirm that there is a systemic problem that needs to be addressed at paradigmatic level, not only with respect to the Romanian educational system but with worldwide education paradigm. For an authentic reform in education, a cultural shift needs to happen – a shift in values, models, attitudes, ways of thinking and learning and, finally, mentalities. Starting from these data and some statistical information that I will present below (related however to the Romanian system!), the objective of the current article is not to identify the causes, but to endorse a new focus point of the contemporary change in educational paradigm through re-discovering the meaning/purpose/reason for learning, placing „happiness skills” or the „well-being” of the child at its centre. We mention that the new British curriculum as well as the current Romanian quality evaluation standards constitute two of the examples springing to mind that undertake this approach.

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On the first day of school of their children when asked what their expectations are of a system of education, parents and carers provided the following unanimous answer: „We would like the education system to help our children be happy at school, and afterwards, in life”. Is there a know-how or a tool kit of happiness?

Starting from this, Romanian state or private education systems formulate questions as to who should be responsible for the future happiness of tomorrow's society members or better yet, who can enable them become responsible of their own future happiness. To a certain extent, all involved stakeholders play their part in the future “happiness”/adaptation of the 21st century children to their socio-political and economic context: the politicians responsible for passing the laws standardising the system of education, the social services and public policies, the system of education, alone with its human resources; community, parents, classroom teachers.

Let us first introduce these questions with an X-ray of the current state of affairs as taken from a few infographics that might indicate the profile of Romanian education and reform at this point in time. To exemplify, we shall look first at a few statistics based on financial data.

A first financial country profile needed in order to rank the priority of education in our country would be the amount of money dedicated to education out of our GDP (Gross Domestic Product): 2011- 2.7 %, 2012 – almost 3%, 2013 – 3.24% and finally, 2014 – 3.4%. Public expenditure on education includes government spending on educational institutions (both public and private), education administration as well as subsidies for private entities (students/households and other private entities). Public spending on education in Finland for example (% of GDP) was last measured at 6.81 in 2009, according to World Bank.

More data regarding the investment in education can also be obtained by looking at the “Education and Training Monitor 2013”:

- the investment per capita in education, ISCED 1-2 (pre)primary education:

RO: from 2.221 euro to 1.674 euro; EU: from 5.732 euro to 6.021 euro.

- the investment per capita in education, ISCED 3-4 secondary education:

RO: from 2.106 euro to 1.680 euro; EU: from 6.964 euro to 7.123 euro.

- the investment per capita in education, ISCED 5-6 tertiary education:

RO: from 3.673 euro la 2.956 euro; EU: from 9.309 euro to 9.168 euro.

As trends, we notice that at EU level, the investment in early years, primary and secondary education has increased, decreasing the investment in tertiary education. In our case, it has decreased at all levels – but the lowest rate of investment is registered at tertiary, pre-primary and primary level. Among the effects of these low investment rates in education, we mention only a few:

- the rate of participation to early years (4 year old children): RO: from 82.3% to 82.0%; UE: from 91.7% to 93.2%.

- the rate of early school abandonment: RO: 16.6% in 2009 – 17.4% in 2012; UE: de la 14.2% la 12.7%

- the rate of youth employment (20-34 years, that have exited the system 1-3 years before the year taken as reference): RO: from 77.6% to 69.4%; UE: from 78.3% to 75.7%

- the rate of persons with high ICT skills (16-74 years old): RO: from 9% to 8%; UE: from 25% to 26%.

Why, we could wonder then, do we have these statistics data when there are (and we know them!) such good teachers in the state system? Well, we took it upon ourselves to research further and find reliable surveys that offered us information in this respect, as well and here is what we found out.

In Romania, an average teacher is paid with approximately 9.3 lei net (2.09 euro) per hour, as compared to other European countries where the salary is almost 40 times higher. The medium salary in education is of 13 lei gross income (2.92 euro) whereas a debutant teacher earns 7.08 lei per hour gross income (1.59 euro) and an advanced skills teacher with 25 years of experience in the field 14 lei/hour gross income (3.14 euro) and 9.73 lei net (2.18 euro). This would mean that a teacher in Romania earns in a month the same amount a teacher in Luxembourg would earn in 4 hours or a teacher in Poland in 14 hours. The highest ranking remuneration rate would be in Luxembourg 85 euro, followed by Denmark – 57 euro, Germany – 54 euro, England – 48 euro, Belgium – 45 euro, Ireland – 44 euro, Holland – 42 euro, Scotland and Finland – 41 euro. Again bigger rates than the Romanian ones can also be observed when it comes to countries like: Austria – 39 euro, Norway – 36 euro, Greece – 35.3 euro, Spain – 34.7 euro, Slovenia – 34.5 euro, Poland – 25 euro, the Check Republic – 17 euro and Hungary – 16 euro.

The typical profile of the Romanian teacher is of that of a 42 year old woman with 16 years of experience in the field who feels underpaid, not valued, stifled by bureaucracy, yet, paradoxically, satisfied with her work. These are the main conclusions of the international survey TALIS 2013 coordinated by OECD in almost 30 countries:

- The typical teacher in lower secondary education in Romania is a 42 year old woman, who reports having 16 years of teaching experience and who completed a teaching degree or training programme. The ratio of female principals is lower than the ratio of female teachers (64% and 69%, respectively). On average, principals in Romania are 47 years old and report having 7 years of experience in their role.
- 83% of lower secondary teachers report having undertaken professional development in the 12 months prior to the survey. The areas in which the highest proportions of teachers report a high need for professional development are teaching students with special needs and strategies for using new technologies in the workplace.
- Teachers in Romania report spending 82% of their lesson time on actual teaching and learning (paradoxical again, given the high bureaucratisation of the system!). This means that 17% of their time is reportedly spent on administrative and organisational tasks (8% and 9%, respectively). They also report spending 16 hours per week on average teaching, 8 hours preparing lessons and 4 hours marking student work.
- More than 90% teachers report overall satisfaction with their job. However, only 35% of them believe that teaching is a valued profession in society. (OECD, TALIS 2013)

By way of conclusion, although underpaid and unappreciated, stifled by bureaucracy and without many opportunities of mentorship or professional development, Romanian teachers have a great sense of satisfaction and consider themselves better prepared than the world average when it comes to using new technologies in the classroom (18.6% claimed they really need it versus the average 18.9%). They also think they are more efficient than others when it comes to helping students value what they learn (over 95% as compared to the world average 80.7%) and almost 94% consider they help students acquire the critical thinking needed in life (as compared to the OECD average of 80.3%).

Still, many of the data contained in this Country Profile are invalidated by both teachers/principals and students who claim that Romania suffers from an overestimation of classroom efficiency and a self-sufficiency standard applicable to Continuous Professional Development – exemplified here by the response concerning the need for ICT training courses. To these testimonies invalidating the OECD Country Profile, we can add the current state of Romanian education, the results of the Romanian Baccalaureate and the numerous surveys attesting the incompatibility between school and work.

The two studies elaborated by the Institute of Educational Studies (generically, marked as I.S.E. in this article, acronym of its Romanian title) also overthrow the percentages in the above mentioned study, by making visible the cultural elements and values of the Romanian institutional school culture unveiling at the same time the prejudices, stereotypes and representations peculiar to the Romanian highly bureaucratic and highly inertial school system.

The first study mainly reveals the prejudices and stereotypes identified as barriers of this „routine culture” in the way of education reform. Among them, we mention: the teacher as public clerk; the subordinate student figure; the isolation of the classroom and school; the implementation of measures, rules and regulations, uniforms and teaching materials established at a centralised level (either regional or national); the separation of the expertise from educational practice and the gap between pedagogical research and the development of the curriculum; the sacralisation of the formal correctness of the activity to the detriment of the preoccupation for results (pre-eminence of the form over content); the exacerbation of values, such as discipline and extremely severe control; the promotion of homogeneity in all possible forms (including the notion of “levelled classrooms”, now when the global tendency is one of integration of students with different levels of performance in “multilevel classrooms”); predominantly vertical communication concomitant with the discouragement of the horizontal type of communication; the tendency to avoid conflicts – that remain unresolved due to this fact.

The second I.S.E. study also identifies a series of characteristics of Romanian organisational culture, as they appear from field investigations:

- Uniformity** manifested as: the classical decoration and adorning of the classrooms (portraits of Romanian important historical figures and writers, maps and ready-made posters etc., displayed unattractively); all stakeholders (except students) plead for uniform from various reasons (hygienic, to conceal social differences, to hide “provocative” girls)
- Lack of initiative** – manifested by: the tendency to imitate: „the exchange of expertise” remains the predominant form of professional development (especially for primary education) – „to see what others are doing and apply it in our classroom, as well”; the continuous waiting for “indications” and the principals and teachers’ fear of taking initiative and assuming responsibility: „what if the inspector says it is not okay?”;

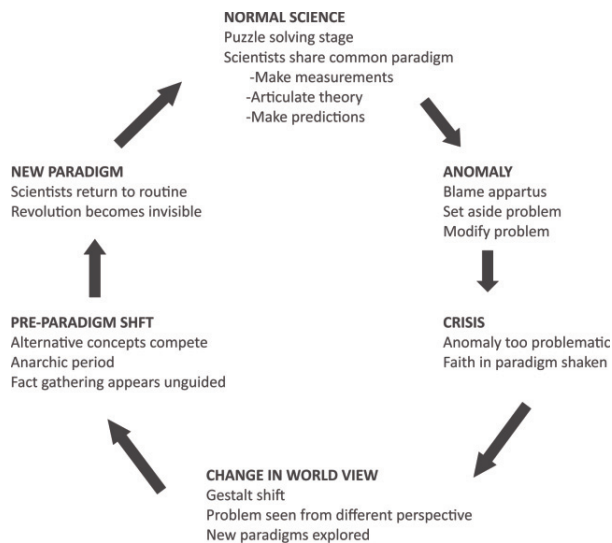
c. *The excessive concentration on the giver, not the receiver of education (the client/the beneficiary)* proven by: the acquisition of benches rather than tables or modular furniture, even if there are financial means to buy tables, these are arranged so as to fit 1 or 2 students following closely the former distribution of benches in rows; the exclusive assumption of the educational decision-making by the teacher; students are encouraged to ask questions but not required to make decisions; the school decoration largely represents the teachers' interests, not the students, the school being perceived as belonging more to teachers rather than pupils; the students' observation that teachers are more preoccupied by aspects linked to discipline rather than education; teachers, on the other hand declare that students cannot evaluate the level of teacher training while students claim they would like to have a say in these matters; the real lack of involvement of students in the process of decision making at a school level;

Additionally, among other aspects that need to be addressed, we feel we should draw attention to (at least, if not else, for awareness purposes only!): the lack of strategic planning, the absence, for a long period of time, of coherent educational reform programs; the habit of last minute improvisation to meet certain immediate needs, to the detriment of quality, including here the Ministry responsible for that, named and renamed throughout the years: the Ministry of National Education, the Ministry of Education and Research, the Ministry of Education, Research and Innovation, the Ministry of Education, Research and Youth Programs, the Ministry of Education, Research, Youth Programs and Sports; ignoring quality as the basic condition of competitiveness; in Romanian institutions, still prevailing the quantitative evaluation of staff and institutions (number of pupils graduating, number of unschooled pupils, number of pupils taking the national tests or competitions etc.); the inability to analyse the needs of the market and of its consumers; concentrating on school and teacher, not pupil and community; difficulties to establish relationships and connect in meaningful ways to other organisations – similar or of any other type; the inability to negotiate with the syndicates from the field; the development of a simulation ability, of a miming performance, through false reports; difficulties in creating a school atmosphere based on performance, rather than favours; the belief that things have a way of working out through a network of acquaintances, bribe or “good will”, hence the maintenance of corruption at all levels; denial of the responsibility for the way things are (to blame for unsuccessful performance are the ones higher or lower in rank); the cultivation of the feeling of helplessness – „there is no other way / what could we have done more under the circumstances?”; excessive tolerance towards weak (counter)performance; people who do not belong in education are tolerated because „it is not humanly possible to do things differently” and besides, „where do we want these poor people to go?”.

All these visible or invisible representations of Romanian school culture as presented in the I.S.E. reports create a culture of routines that are strongly resistant to change or any type of reform. The dominant traits of this culture and the measurement of distance at all levels of relationships in this culture along with the acknowledgement of the existent status quo represent a necessary cultural audit essential to this phase of paradigmatic crisis. Curricular and instructional standardization, ubiquitous testing, and the current process of coercive accountability will not take education to the personalized level the 21st century learners need.

In *The Structure of Scientific Revolutions*, Kuhn challenged the current conception of science, by which we understand a steady progression of accumulation of new ideas. Science advanced the most, he says, by occasional revolutionary explosions of new knowledge, each revolution triggering new ways of thinking, understanding, formulating and solving problems, called paradigms. Thomas Kuhn defined *paradigms* as “universally recognized scientific achievements that, for a time, provide model problems and solutions for a community of researchers,” (Kuhn, 1996, p.x). In short, a *paradigm* is a comprehensive model of understanding that offers the field's members new perspectives and new rules on how to look at the field's problems and solutions. “Paradigms gain their status because they are more successful than their competitors in solving a few problems that the group of practitioners has come to recognize as acute.” (Kuhn, 1996, p.23) (the Kuhnian model of paradigmatic change is exemplified below)

With the change of paradigm required by the 21st century, we feel the need for a new Weltanschauung or a new way of thinking, a new culture, a new way of organising and understanding reality, the reality of the school system included. This new set of experiences, beliefs and values meant to influence the way people perceive reality and act is called a change of paradigm. Cultural paradigms are sets of values of a tightly woven society influenced by both the cultural past and the historic present of a certain moment in time. The conditions favouring a system of values to become a dominant paradigm are:



- government institutions that will support and trust the new paradigm;
- professional organisations that adopt that paradigm;
- various other groups that will validate and believe in this paradigm;
- media that will discuss about and promote that set of values;
- leaders that will introduce, endorse and disseminate that paradigm;
- teachers that will teach and share it with others;
- special conferences (like this one!) that will debate upon its role, conditions and ways of implementation;
- possibilities of research and identification of solutions and new problems based on the new paradigm.

Figure 1. The Kuhnian model of paradigmatic change
(<http://sciencevox.com/book-review-the-structure-of-scientific-revolutions-by-thomas-kuhn/>)

Therefore, one step further towards the change of the current state of unhappiness with this industrial 19th century educational paradigm would be to formulate the effects and impact that the change in educational paradigm would have upon the level of life and individual well-being. We know in general that poles and publications from different countries state that the happiest people are those who live in the most developed countries and take into consideration aspects such as: quality of life, living conditions, wages, job availability, education, health, environmental issues and leisure time. Yet, there are researchers that claim that these things have more to do with self-fulfilment rather than happiness.

Let us take again the example of Finland, a top-performing country that has synthesized its cultural beliefs into a 50 years investment plan in quality education, one of the strongest OECD countries in students' skills. We shall look at Finland's well-being standard while comparing it to OECD Better Life Index (<http://www.oecdbetterlifeindex.org/countries/finland/>) in terms of:

Housing - Although money cannot buy happiness, it can certainly contribute to achieving higher living standards. Therefore, the Income factor is an important one.

Income - The average household net-adjusted income per capita is 26 904 USD a year, more than the OECD average of 23 938 USD a year.

Jobs - In terms of employment, 70% of people aged 15 to 64 have a paid job, above the OECD employment average of 65%.

Community - People in Finland work 1 672 hours a year, less than the OECD average of 1 765 hours.

Education - In Finland, 84% of adults aged 25-64 have earned the equivalent of a high-school degree, higher than the OECD average of 75%. The average student scored 529 in reading literacy, maths and science in the OECD's Programme for International Student Assessment (PISA).

Civic engagement - Finland has an index of 5.9, above the OECD average. Concerning the public sphere, there is a strong sense of community, where 93% of people believe that they know someone they could rely on in time of need, higher than the OECD average of 89%. Finland has moderate levels of civic participation indicating that voter turnout, a measure of public trust in government and of citizens' participation in the political process, was 69% during recent elections; slightly below the OECD average of 72%.

Health - In terms of health, life expectancy at birth in Finland is almost 81 years, one year higher than the OECD average of 80 years. Life expectancy for women is 84 years, compared with 77 for men. The level of air pollutant particles (small enough to enter and cause damage to the lungs) is considerably lower than the OECD average of 20.1 micrograms per cubic meter. Finland also does well in terms of water quality, as 95% of people say they are satisfied with the quality of their water, more than the OECD average of 84%.

Life Satisfaction - In general, Finns are more satisfied with their lives than the OECD average, with 81% of people saying they have more positive experiences in an average day (feelings of rest, pride in accomplishment, enjoyment, etc.) than negative ones (pain, worry, sadness, boredom, etc.). This figure is higher than the OECD average of 76%.

Safety – 9.3, above the average index of safety.

Work-Life Balance – 7.4 above the average index of work-life balance.

These 10 indicators position Finland's students as happy accomplished citizens and life-long learners ready to give back to the community and maximize, at their turn, the level of life satisfaction for their children. In other words, the level and quality of education is directly reflected in the amount of happiness or accomplishment experienced later on in life.

The Declaration of Independence of the United States mentions the inalienable “right to life, liberty and the pursuit of happiness” of each individual. “Happiness” is one meta-narrative that exists only within the limits of these quotation marks, being a concept that does not have an exact definition, because it is so personal, function of each person's approach and perspective of life and reality. Each of us appreciates and defines happiness differently, happiness being a question of personal choice and personal, social and emotional development. Therefore, happiness can be also translated into self-knowledge and instruments of achieving that objective. But will the learners of the future have the necessary profile to be able to discern happiness and make the right choices for themselves and others? And, to what extent are school systems around the world platforms of learning as well as platforms of personal development, offering students a toolkit to pursue their own happiness?

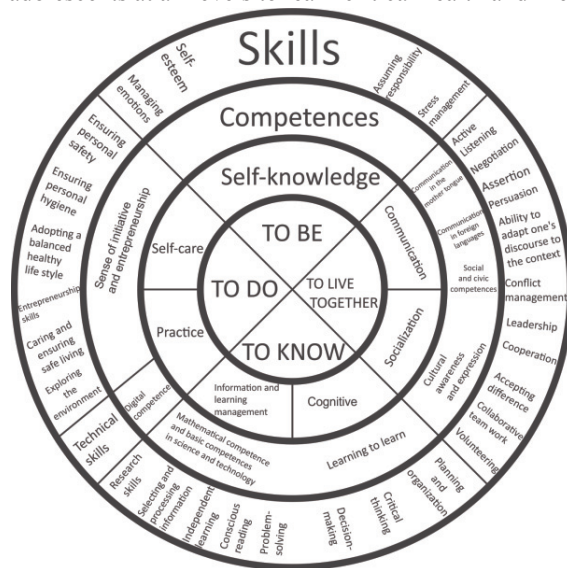
Values are personal, happiness is personal, learning is personal, and, therefore, the endeavour of schools should encourage the type of personalized learning journey resulting in a high degree of student skills. Actually, the ideal school with the ideal learner profile that would fit the social ideal of the 21st century would have to balance one's learning between the four pillars of education: to do = skills, to know = content, to be = attitudes, to live together = performance.

Recently, in Romania, the Ministry of Education has introduced the curriculum of an optional activity called Life Skills, curriculum that defines the concept of life skills as a set knowledge, skills, attitudes and performance, necessary to a quality life in any psycho-social context. According to WHO (World Health Organization), life skills may be defined as “abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life... Every school should enable children and adolescents at all levels to learn critical health and life skills.” (<http://www.worlded.org/>)

The Romanian Life Skills curriculum is a project of the Foundation for the Development of Civil Society and promotes attitudes such as: orientation to a quality life, self-respect and respect towards other, communication and interpersonal relations, adaptation and an open mind to change, critical awareness when selecting and processing information, appreciation of one's uniqueness, as well as of difference and diversity, flexibility and responsibility towards one's decisions, autonomous thinking and participation to social life and the life of the community, civic and professional responsibility.

The attitudinal behavioural matrix of this life skills curriculum is based on the four pillars of education and the eight key competences for lifelong learning and it is structured as follows:

The diagram presented above with authentic curricular value symbolically synthesizes the stages of human becoming through education and learning:



curriculum

(<http://www.stirion.ro/actualitate/proiecte-ong/dezvoltarea-abilitatilor-de-viata-o>)

Figure 2. The graphic representation of the Romanian Life Skills

1. the centre circle encompasses *the four dimensions of human existence*: to be, to know, to do, to live together.

2. the second circle contains **the general development guidelines of life skills**.
3. the third circle is that of **the key competences** underlying formal school education.
4. the fourth circle displays **the necessary life skills for a quality life**.

Although an investment in human capital and the awareness of tomorrow's life skills would qualify as a definite crack in the current monolithic system structure, this program would have to represent more than a mere addition to the already existent chunk of disciplines. Integration across the curriculum would certainly seem the solution that would ensure the relevant background required by the innovative learning of a 21st century curriculum. Below, we shall try to list a few of the principles underlying 21st century instruction:

1. **Learners are at the centre of the learning process.** Activities should be designed so as to turn students into autonomous learners in charge of their emotions and motivations, learners that are able to set goals for themselves and others, influence and monitor their own learning process. Learners should be involved in the process of decision-making as well as be able to determine what qualifies as relevant learning for them.
2. **Learning is a social practice.** Social beings learn through interaction, through moving ideas back and forth, therefore structured collaborative group work does have the potential to engage people in different ways with far better results than competition.
3. **Emotions are an essential part of learning.** The role of emotions and motivation in the learning process has been documented by researchers time and time again. Students understand and connect ideas better when there is interplay between emotions, motivation and cognition. So, positive beliefs about oneself, about one's personal, social and emotional development play a vital role in reaching a deeper level of understanding. It is the "soft" skills that make the hard core operate better.
4. **Learners are different, having different needs, abilities and interests.** Innovative learning environments should reflect the various experiences and prior knowledge that each student brings to class. The time of the Gaussian curve is gone! Meta-cognition revealing the learning mechanisms and their impact also contributes to forming conscious connections to relevant learning. If students understand why learning matters, then it becomes more important to them.
5. **Students need to have moderate challenges.** Students need to experience both academic success and the challenge of discovery. In a diverse classroom, group work can help achieve this, as students at different levels help one another and work collaboratively.
6. **Assessment is part of the planning and teaching process. It is an assessment for learning, not of learning.** Assessments are important inasmuch as they represent a stepping stone as to how to structure the next lesson. Assessment should be meaningful; it should motivate learners and shape the learning environment itself.
7. **Learning is integrated (trans-disciplinary - connected across disciplines) and brings the real world into the classroom.** Learning has to be meaningful and useful for students, so that they understand how they can apply it in life. Understanding the connections between subjects and ideas is essential for the ability to transfer skills and adapt. Relevant learning will transform the learning process into a personalized learning journey.

The required change of educational paradigm that will facilitate a conscious pursuit of personal happiness will also have to face the cultural constructions that the school-as factory model has built in the minds of its former and current learners:

1. **We learned that success comes from the approval of others**

Growing up sometimes seems to be about being in a competition with others, about earning the approval of others, but somehow not the respect of others. As we grow up, we are rewarded and punished based on meeting the approval of other people's standards, not our own. We are not offered or do not take the time to formulate our own standards. Let us take for example good grades, advanced courses, high levels of language learning, a range of sports, high scores on standardized tests. These metrics make for productive, competitive people in the school-as-factory metaphor but not necessarily happy people, who know and enjoy who they are.

2. **We learned that failure is a source of shame**

School teaches and rewards the art of getting it right on the first try. So do corporate companies, later on in life. But when it comes to taking time to create something new, doing something innovative, stepping out into the unknown, people become afraid and hesitate. Innovation requires failure and learning from mistakes, yet we are not taught why it is important to fail and learn from failure. We are not taught that accidents are opportunities to develop independence, responsibility, teamwork and friendship. We were not taught that the only failure was the failure to try and that success is measured on how people manage to cope with disappointment.

3. **We learned to depend on authority**

Dependence on authority and emphasis on performance over purpose are vestiges of our industrial history. Obedience was a major societal value 100-200 years ago, necessary for society to thrive. Now, blind obedience kills creative thinking, promoting mechanical imitation and absurd certainty, translating life into valid-for-all recipes.

That does not mean authority is always harmful and serves no purpose. Authority will always exist and will always be vital for a well-functioning society. But we should all be capable of *choosing* the authority in our lives. Adherence to authority (of any kind, even religious) should never be validated without questions. No one knows what is right for another person as well as that person and no one can provide the answers that are valid for others. And not letting children discover those facts for themselves may be crucial for their further development.

4. *We learned in a culture of fear*

A certain preoccupation with safety of parents, carers and teachers is tending to strip children of basic skills, such as independence, risk-taking and discovery, without necessarily making it safer. For children, engaging in risky play functions almost like some kind of exposure therapy, in which they force themselves to do the thing they are afraid of in order to overcome their fear. And if they never go through that process, that fear can sometimes turn into a phobia. Once, children used to take pride in getting places on their own and identifying shortcuts adults would not normally use. Today, our fear of children being harmed may sometimes result in more fearful children than in individuals able to face their fears.

The second aspect of fear is that the monolithic industrial systems we mentioned before tended to instil fear. We learned out of fear – fear of being scolded by parents, fear of being laughed at by classmates, fear of being humiliated by the teacher, fear of getting a bad grade. We learned under the pressure of parents, colleagues, grades, tests and competitions. We learned for tests and competitions. Not for ourselves or for the sake and pleasure of learning or of going to school.

The 21st century educators will have to challenge and change all that. Making learning personal and autonomous, hence relevant for each and every one of us is the main task of the new paradigm. Like most meta-narratives that were de-bunked (Truth, History, Reality, Identity etc.), Education is one step away from being discredited in its objectivity through mainly the same dismantling mechanisms. Subjective personalized learning is the new innovative wave of ideas that has flooded this Kuhnian paradigmatic crisis, individualised learning principles claiming the need and right to train students' minds for happiness.

From „I do not want to go to school” to „I do not want to learn” is only one step away. This is why the new education paradigm appears to be focusing upon the pleasure of going to school and the pleasure of learning as essential stepping stones on which it will get to build its „basic principles”, laying the foundation for ulterior fulfilment and growth. Equipping children with personal and learning skills seems to be the key that will make children happier in the future, at school, at work and further in life.

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